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ABSTRACT

These instructional objectives have been selected from materials submitted to the Curriculum Laboratory of the Graduate School of Education at UCLA. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. The objectives may also serve as models for assisting instructors to translate other instructional units into specific measurable terms. For other objectives in related courses see: ED 033 689 (Beginning Design); ED 033 690 (Beginning Drawing); JC 710 119 (Beginning Drawing); and JC 710 123 (Design). (MB)

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Instructional Objectives for a Junior College Course in Art Structure

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University of California
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INFORMATION

ART STRUCTURE

UNIT I

Form in Black, White, and Gray

It is essential that art students be provided with learning opportunities in the cognitive, affective and psychomotor domains simultaneously, and at the same time kept to a step-by-step program so that their skills and learning have sound bases. Consequently, this first course unit is structured to limited design elements and basic skills.

Goal: The student will be able to produce black, white, and gray two-dimensional designs employing form only.

Objective 1: In class and on his own time during a one-week period, the student will use soft graphite pencil on white bond paper to produce five to ten different, small-scale idea sketches. Sketches to employ exactly five flat, rectangular forms which completely fill the area of the sketch. Area of sketch to be in proportion of 11" x 14" - used either vertically or horizontally. Each of the five forms to be a different value on a gray scale ranging from white to black.
Criterion: Minimum of five different idea sketches.

Objective 2: In class and on his own time during a one-week period, the student will develop from his best idea sketch ("best" to be determined by instructor) a full size (11" x 14") sketch on bond paper using charcoal pencils. Sketch will contain all limits designated for idea sketches and will accurately indicate exact shades from white to black which will be mixed in paint later. Sketch will be done carefully and neatly with T-square and triangle.
Criteria: All straight edges will be straight, all forms will be evenly shaded, the only "lines" that will be accepted will be those delineating the outside 11" x 14" area if a white form is tangent to one or more of the outside dimension extremities. Whites to be cleanly white - erasures are permitted.

Objective 3: In class and on his own time during a one-week period, the student will reproduce the full size sketch from Objective 2 above in opaque water color on white illustration board. The 11" x 14" size of the design to be centered on white illustration board that is 15" x 20" so that the white border will act as a mat.
Criteria: No gross errors in application of opaque water color. Measurements of forms and value tones to match within 10% of those on full size sketch. Border area of illustration board to be cleanly white. Erasures are permitted.

UNIT II

Matching Grays

Whether or not the student ultimately finds employment in one of the commercial areas of art, a knowledge of gray tones and skill in producing such tones accurately is a necessity.

Goal: The student will be able to work with the white to black values available as standard printing industry tones.

Objective 1: Outside of class between the 6th week of the semester and Mid-Term, the student will produce a tone scale matching printers' grays of 10%, 20%, 30%, 50%, 70%, plus black and white. Official printers' gray-scales will be provided each student for matching. Student will match grays using opaque water colors on water color paper. Components of tone scale will be produced on individual pieces which will be mounted together so that the progression from white to black is from left to right. Scale will be matted and flapped in accordance with a demonstration and a model will be kept available for student reference.
Criteria: No errors in tone matching. Mounting, matting, and flapping will be at least 90% as accurate as the model.

UNIT III

Line, Form, and Composition

Continuing the step-by-step guidance of the student toward the long-range goals of the course, this unit provides experience in an added design problem and judgment regarding emotional qualities. Since skills generally lag behind intellectual gains, the skills required in this unit are the same as for Unit I, and it is expected that reinforcement of those skills will take place.

Goal: The student will be able to produce black, white, and gray designs evoking the feelings of immobility, mobility, and combinations of the two.

Objective 1: In class and on his own time during a one-week period, the student will use soft graphite pencil on white bond paper to produce three to six different sets of small-scale idea sketches of the following three design problems:

a. Static block forms suggesting immobility. Design can be any combination of black, white, and one shade of gray.

b. Intersecting lines suggesting movement. Can be any combination of black, white, and one shade of gray.

c. A combination of the two above problems. Concepts from a. and b. above can be altered as to size and content (parts can be deleted) in the combination, but combination must be clearly recognizable as resulting from the two earlier concepts.

Area of sketches to be in proportion to 5" x 7".
Criterion: Minimum of three different sets of idea sketches.

Objective 2: In class and on his own time during a one-week period, the student will develop and refine his best set of idea sketches ("best" to be determined by instructor) from Objective 1 above into one full size set (three pieces, each 5" x 7") on bond or tracing paper. Sketches will accurately indicate exact areas of black, white, and one gray. Gray will be exact value to be used later on finished project.
Criteria: All three sketches will accurately indicate the exact shape of forms, thickness of lines, position of forms and lines, and exact value of gray. Sketches will be clean and neat.

Objective 3: In class and on his own time during a one-week period, the student will produce a finished version of each of the three full-size sketches from Objective 2 above. Finished versions to be done on white, gray or black charcoal paper as determined by background used in sketches. Student may use either or both India ink and opaque water colors, applied with brush or pen or both. All three finished pieces to be mounted on one piece of mat board 15" x 20". Color of mat board and arrangement of three finished pieces to be determined by student.
Criteria: No gross errors in application of paint and/or ink to paper or in application of paper to mat board. Gray of finished pieces must match charcoal pencil gray of sketches. Instructor will determine whether or not choice of mat board color and arrangement of pieces is satisfactory.

UNIT IV

Texture Samples

In every area of art, it can be desirable to use textures. Two reasons for employing textures are: (1) the reduction of color (black included) strength without changing the color applied, and (2) the visual break-up of a surface area which might otherwise tend toward dullness.

Goal: The student will be familiar with and able to use a variety of textures produced with black on white to obtain gray tones.

Objective 1: Outside of class, between Mid-Term and the 15th week of the semester, the student will prepare a chart containing one each of the textures listed below. Textures will be black on white and each will be in an area 2" x 2" square. Samples to copy will be provided. Chart will be produced on white illustration board 11" x 17". Student will use India ink or opaque water colors as required by individual textures.

a. Spatter
b. Dry Brush
c. Ruled Ink Lines
d. Freehand (no ruler) Ink Lines
e. Cross Hatching
f. Pen Point Hand Dotting
g. Mechanically Produced Dots - using compass
h. Mechanically Produced Squares - using T-square and triangle

Criteria: Completion to be 100%. Ability to produce textures to be at least 85% as accurate as that of samples provided.

Objective 2: In at least one finished project during the course, the student will render at least two tones by means of black-or-color-on-white textures. Textures can be accomplished with ink or opaque water color and can be from two or more of the categories listed under Objective 1 above. Instructor will determine which project will be finished with texture-produced tones.
Criterion: Textures to be visible as textures at a distance of two to three feet, but to visually blend to gray at a distance of four or more feet.

UNIT V

Black, White, and Gray with Accent Color

In order to expand the student's horizon from black, white, and gray only and introduce the use of color under controlled conditions, this unit makes primary use of (and reinforces) the skills and judgments of the previous units while adding color under restricted conditions. As with other units, the affective domain design problem also becomes more complex.

Goal: The student will understand and be able to use an accent color in designs that are primarily black, white, and gray. At the same time, the student will employ recognizable forms.

Objective 1: In class and on his own time during a one-week period, the student will use soft graphite pencil and one colored pencil on white bond paper to produce five to ten different small-scale idea sketches. Sketches will be ideas for a poster without lettering on a subject of the student's choice. Possible subject matter could be:

a. Photography
b. Artist's Materials
c. Ceramics
d. Chess
e. Science
f. Flowers
g. Music

Subject matter to be recognizable, but posters are to infer the subject, not be an illustration of it. Simplified, abstracted elements are to be designed. Each poster is to have a minimum of five elements. Black, white, and gray tones (any number) are to predominate with the center of interest being highlighted by a color accent. Color accent to be student's choice. Sketches to be in proportion to 15" x 20", used either vertically or horizontally.

Criterion: Minimum of five different idea sketches.

Objective 2: In class and on his own time during a one-week period, the student will develop from his best idea sketch ("best" to be determined by instructor) a full size (15" x 20") sketch on bond paper using charcoal pencils and one colored pencil. Sketch will contain all limits designated for idea sketches, will reflect improvements from "best" idea sketch, and will accurately indicate exact shades of gray and one color which will be mixed in paint for finished version. Sketch to be done neatly and carefully using all necessary mechanical aids and with "whites" being represented by clean paper surfaces. Erasures are permitted.
Criteria: All straight edges will be straight, all forms will be accurately shaded, all whites to be cleanly white, one-color to accurately indicate finished (painted) color.

Objective 3: In class and on his own time during a one-week period, the student will reproduce the full-size sketch from Objective 2 above on a piece of illustration board 15" x 20". Student may use opaque water colors, ink, or both to achieve black, grays, accent color. White of illustration board will be white(s) of poster. The illustration board is the poster, and therefore, the entire 15" x 20" must be clean, neat and in presentation condition. Also, illustration board must be flapped, as previously demonstrated, to protect finished surface when not on display.
Criteria: No gross errors in application of opaque water colors and/or ink. Size and other physical specifications to be met 100%. Relationship of grays and color of finished poster to be plus or minus 5% of their indications on full-size sketch.

UNIT VI

Three Colors on a White Surface

Having completed the previous assignment employing one color, the student is usually anxious to plunge head first into full-color assignments. In keeping with the student's feelings, but, at the same time, limiting him in order to build a strong base, this unit and the two which follow are in color, but limited color.

Goal: The student will be able to produce designs employing only three colors and white (black, if used, will count as a color) using both form and line, and specifically not using three-dimensional drawing.

Objective 1: In class and on his own time during a one-week period, the student will use soft graphite pencil only on white bond paper to produce five to ten different small-scale idea sketches. Sketches will be for proposed greeting cards. Proportions of sketches to be student's choice from one of the following sizes:

3" x 9" (either vertical or horizontal)

6" x 6"

5" x 7" (either vertical or horizontal)

No lettering will be permitted. Designs are to represent the front cover of a card in which all lettering is inside. Cards are to be"designs" not "illustrations" and may be either representational or abstract so long as they evoke the mood or spirit of the season specified.

Fall Semester: Christmas Cards

Spring Semester: Bon Voyage Cards

Idea sketches are to be done in any three shades of graphite from darkest to lightest plus the white of the paper.
Criterion: Minimum of five different idea sketches appropriate to the season specified.

Objective 2: In class and on his own time during a one-week period, the student will use colored pencils to make three to five <u>different</u> small-scale color versions on white bond paper of his best design from Objective 1 above. ("Best" to be determined by instructor.) All specifications of Objective 1 remain in effect except that the three shades of graphite change to three colors. The colors must be appropriate to the season specified and must reflect the value previously indicated by a tone of graphite.
Criterion: Minimum of three <u>different</u> color sketches.

Objective 3: In class and on his own time during a one-week period, the student will use colored pencils on white bond paper to produce a full-size sketch of his best ("best" to be determined by instructor) three-color sketch from Objective 2. Sketch to be precise in every way including an accurate presentation of colors to be produced in paint on the finished project.
Criteria: All straight edges will be straight, all forms, lines, tone areas will be accurately shaded. White areas will be cleanly white -- erasures are permitted.

Objective 4: In class and on his own time during a one-week period, the student will reproduce the full-size sketch from Objective 3 in opaque water color on white illustration board. This finished piece will then be matted as follows:

a. Mat to be "cut" type with art mounted under the "cut."

b. Outside size of mat to be 11" x 14".

c. Color of mat to be appropriate to card and subdued to card so that it does not fight the art work for attention.

d. Mat is to be flapped.

Criteria: No gross errors in application of colors. Measurements of forms and color hues, chromas, and values to match those of full-size sketch plus or minus 5%. Completion of mat as specified and flapping to be 100%.

UNIT VII

Matched Color Samples

Once a student has gone through the process of matching a color and its compliment precisely and then achieved the stages which lead to neutral gray by mixing these complimentary colors, all color mixing becomes easier.

Goal: The student will understand and be able to make use of complimentary colors to achieve grayed color tones.

Objective 1: Outside of class hours, but making use of color charts posted in the classroom during free-laboratory hours, the student will mix in opaque water colors one green and its exact complimentary red from the value chart of his choice among those posted in the classroom. After achieving exact matches, the student will proceed to take the green to gray by adding red and the red to gray by adding green, painting 4" x 4" swatches on water color paper at each step of the operation so as to achieve exact matches to the samples on the posted color charts.
Criterion: Exact matches to the posted color charts. No deviations are acceptable.

Objective 2: Outside of class, the student will mount the matching swatches as demonstrated by instructor and will mat and flap swatches according to the model provided.
Criterion: Method of mounting, matting and flapping will be exactly as specified. Accuracy of material handling to be at least 90% of model supplied.

UNIT VIII

Three Colors on a Colored Surface

Having done one assignment in limited color (Unit VI), the student is usually even more anxious than before to use color. To expand his color horizon and still limit him, this unit is planned to retain the limited concept of Unit VI and, at the same time, to introduce problems with which the student has not previously worked: (1) A colored surface which will alter a given color's appearance from what it was on a white surface. (2) The loss of white as a design element. (3) The new skill of tinting an entire surface.

Goal: The student will be able to produce designs employing three colors on a colored surface (black, if used, will be counted as a color). At this same time, the student will be able to use diluted colored ink as a medium for tinting surfaces.

Objective 1: In class and on his own time during a one-week period, the student will use soft graphite pencil only on white bond paper, which has first been "toned" to a medium gray with graphite, to produce three to six small-scale idea sketches. Sketches will be for a poster representing the student's own birthday month. Sketches to be in proportion to 14" x 17", used vertically. Lettering will not be permitted. Poster designs may be representational, but they must be "designs" not illustrations." Seasons, zodiac signs, holidays, unusual occurrences (i.e., the moon landing) may be used as a basis for the design. Idea sketches are to be done in any three additional tones of graphite on the medium tone -- this can include erasing lighter than medium grays out of the original tone.
Criteria: See criteria listed after Objective 2, below.

Objective 2: In class and on his own time during the same week as specified for Objective 1, above, and after he

has completed his graphite sketches, the student will use colored pencils on white bond paper, which has first been toned with colored pencil to the same value as the medium gray in Objective 1, to produce one each colored versions of his graphite sketches. Areas which have been lightened by erasing the medium tone graphite tone can be erased from the color tone to achieve a lighter tone of the background color or they can be completely erased and replaced by a color that is lighter in value than the background color. The student is limited to three colors on the colored surface (lighter shades of the background and black count as colors).
Criteria for combined Objectives 1 and 2: Minimum of three <u>different</u> graphite sketches and three <u>different</u> (not three versions of one) colored sketches based on graphite sketches. Design ideas must be appropriate to the student's birthday month.

Objective 3: In class and on his own time during a one-week period, the student will use colored pencils on white bond paper to produce a full-size (14" x 17") sketch of his best ("best" to be determined by instructor) color sketch from Objective 2. Sketch to be precise in every way including an accurate presentation of colors to be produced on the finished project.
Criteria: All straight edges will be straight, all forms, lines, tone areas will be accurately shaded. White border area of bond paper will be cleanly white -- erasures are permitted.

Objective 4: In class and on his own time during a one-week period, the student will reproduce the full-size sketch from Objective 3 on illustration board. The size of the illustration board will be 15" x 20" and the 14" x 17" finished size will be centered on it. The background color of the sketch will be produced on the white illustration board with diluted, colored ink. Since this will be matted, the student is encouraged to tint an oversize area of the illustration board so that unexpected "whites" will not show through the mat opening. The balance of three colors can be reproduced with either opaque water colors or ink or both as student wishes. The finished piece will be matted with <u>white</u> mat board as follows:

a. Outside size of mat: 20" x 23".

b. Border of mat (between outside edge and inside cut) to be 3" on all four sides.

c. Mat to be flapped.

Criteria: No gross errors in application of colors. Measurements of forms and color hues, chromas, and values to match those of full-size sketch plus or minus 5%. Completion of mat as specified and flapping to be 100%.

UNIT IX

Full-Color Design

This unit is the last studio assignment of the course and contains the "plum" most students have been waiting for, full color. However, one more time the student will be guided through black and white sketches to reinforce his one-color value judgments prior to turning those values into full-color values.

Goal: The student will be able to produce full-color designs employing value separation as well as hue separation.

Objective 1: In class and on his own time during a one-week period, the student will use soft graphite pencil only on white bond paper to produce full-size sketches, using any number of tones desired, [Please note: The "piecing" involved in this assignment nullifies the use of "small-scale" sketches.] of three to six ideas based on the following:

Subject matter: Any imaginative fauna -- a doodle bug, a unicorn, a fly-by bird -- anything the student wishes so long as it is animal and imaginative.

Size: Complete size of finished piece is 3" x 9", divided into three parts: Two end pieces 3" x 2-1/2" each and a center piece 3" x 4".

Design restrictions: The total design is to be arranged in such a manner that the portion of each end piece that touches the center piece is the same size and in the same location. This will allow the "ends" to be interchanged to create a different design and still "fit." Although the "ends" are to be different, they must work equally well with the middle section regardless of the location of either "end."

Finished graphite sketches will be cut into their specified sections and moved for instructor's inspection.
Criteria: Minimum of three different graphite sketches of imaginative animals whose sections can be moved as specified.

Objective 2: In class and on his own time during a one-week period, the student will convert his best ("best" to be determined by instructor) graphite sketch into three different (three versions of the best graphite idea) full-color sketches using colored pencils on white bond paper. Color sketches will be cut into sections and moved for instructor's inspection.
Criterion: Minimum of three full-color sketches whose colors as well as forms fit when the "ends" are at either end of the center section.

Objective 3: In class and on his own time during a one-week period, the student will reproduce his best ("best" to be determined by instructor) color sketch in opaque water color on illustration board as previously demonstrated by instructor. The student will first cut the illustration board to size (3" x 9"), then transfer his sketch with very light graphite lines, then cut the ends loose. (Board cannot be cut after painting without risking damage to the paint.) Upon completion, the student will protect his three-part art work by covering each section individually with thin acetate, taped to the back of the individual pieces of illustration board.
Criteria: Size will be 100% as specified. All cuts will be straight and square. The ends will fit interchangeably as specified. No gross errors in application of opaque water colors. Colors will match those of color sketch plus or minus 5%. Finished pieces will be precise, clean and neat. Instructor will determine validity of overall design development from all three objectives.

UNIT X

Course Vocabulary

As specified under "Materials of Instruction," the student will be supplied with instructor's glossary of terms for Art Structure during the first class meeting. Student will be informed at that time that he is expected to become familiar with and capable of using these terms.

Goal: The student will understand the basic terms, composition, form, texture, line, space, light, and color when applied to two-dimensional design.

Objective 1: Given a list of the basic terms used in two-dimensional design, the student will be able to write a brief explanation of each under examination conditions -- no texts permitted.
Criterion: Eighty-five percent accuracy.

Objective 2: When required to explain one of his own designs, the student will correctly employ those basic design terms that apply to it.
Criterion: Statements used by student must convince instructor of student's understanding of his own work in terms of composition, form, texture, line, space, light, and color as applied to two-dimensional design.

Note:
While most instructors usually test this objective during class critique sessions, it can also be tested via a written examination.

Two tests (or one two-part test) could be used to measure the above two objectives. The test items suggested for this purpose are:

I

Define each of the following terms. Use as many sentences as are necessary, but do not feel obligated to write long explanations.

1. balance
2. color
3. composition
4. design
5. form
6. harmony
7. light
8. line
9. proportion
10. space
11. texture

II

12. Using as many of the above words as apply (do not use the terms merely to use them), explain the design elements employed by you in your last completed assignment, their relationships to each other, and their relationships to the whole.

13. Posted on the wall of this room is a woodcut by Ansei Uchima. Study the print carefully (you may leave your seat for a close-up look), and then, using as many of the words from Section I above as apply, write an explanation of the design elements employed by Uchima, their relationships to each other, and their relationships to the whole.

Criterion for Section I: The student will correctly define eight of the eleven terms.

Criterion for Section II: The student will correctly explain his own design, employing terms from the specified list with 75% accuracy.

The student will explain Uchima's print with 60% accuracy in his use of the terms specified.

Please Note: This is a basic course for entering Freshmen. Percentages of accuracy specified take this into account. Higher percentages would be required of more advanced students.